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ABSTRACT

Designed to accompany the 1994 "Geography for Life: National Standards for Geography," this supplement aims to provide teachers of American Indian students with useful ideas for classroom geography instruction. To facilitate teacher use in conjunction with the national standards document itself, the supplement follows the same format, organization, and language as the national document. Although "performance expectations" of the national standards call for a scope of concepts at a "variety of scales (local to global)," the focus of the supplement's American Indian themes is primarily North America and occasionally South America. An Indian-based activity that addresses a geographic issue at a single point within the overall spectrum of scale can contribute to meeting the national standard. This assumes that additional activities will be undertaken to address other areas within the "local to global" spectrum. As in the national document, the supplement is divided into grade level groupings of K-4, 5-8, and 9-12. Within each grade level, standards are presented for six topics: the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. Activities with an American Indian focus are described for each of the performance expectations outlined under each standard. American Indian nations may also use this supplement as a guide for developing more tribally specific local standards. (SV)

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ED 420 484

AMERICAN INDIAN SUPPLEMENT TO THE NATIONAL STANDARDS FOR GEOGRAPHY EDUCATION

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Bureau of Indian Affairs

By: **ORBIS Associates**
Washington, D.C.
1998

To accompany the 1994 Geography For Life: National Standards for Geography developed by the Geography Education Standards Project

RC 021591

American Indian Supplement to the National Standards for GEOGRAPHY EDUCATION

Introduction

This American Indian Geography Supplement is designed to accompany the 1994 *Geography For Life: National Standards for Geography* developed by the Geography Education Standards Project. Those national standards were used as a basis for this effort because they are currently being used by many schools, including American Indian-controlled schools, as the foundation for developing local standards.

To facilitate teacher use of this Supplement, in conjunction with the national standards document itself, we have essentially followed the same format, organization and language as in the national standards. The part which had been added for specific use in classrooms with American Indian students is the text which appears under the bold-faced national "performance expectations" (e.g. the sections beginning with a letter-like "**A. Identify and describe . . .**").

Please note that several of the "performance expectations" in the national standards call for a scope of concepts at a "variety of scales (local to global)." Because American Indian peoples are indigenous to only the Western Hemisphere, within the context of this document's American Indian themes, focus is primarily North, and occasionally South, America. Also please note that since the "performance expectations" of the national standards call for a variety of scales, an Indian-based activity which addresses a geographic issue at a single point somewhere within the overall spectrum (e.g., community) can contribute to meeting the national standard. This assumes, however, that additional activities will be undertaken in the classroom to address other areas within the National Standards' "local to global" spectrum.

It is hoped that this Supplement will provide teachers with some useful ideas for classroom geography instruction. However, the authors of this American Indian Supplement also encourage each American Indian nation to consider development of its own standards for the education of its tribal citizens. For those tribes who ultimately choose to do this, it may be necessary to use a format and organizational structure different from that of the national standards, as well as language that is more inclusive of tribally specific contexts.

In summary, this American Indian Geography Supplement can be used either as it is, or as a guideline for developing more tribally specific local Standards. It should, however, be considered "a work in progress." As such, it will periodically be improved and revised by the BIA, based on input from American Indian educators and leaders. Please send any comments you might have to:

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THE WORLD IN SPATIAL TERMS

STANDARD 1: HOW TO USE MAPS AND OTHER GEOGRAPHIC REPRESENTATIONS, TOOLS, AND TECHNOLOGIES TO ACQUIRE, PROCESS, AND REPORT INFORMATION FROM A SPATIAL PERSPECTIVE

Therefore, the student is able to:

A. **Identify and describe the characteristics and purposes of geographic representations, tools, and technologies, as exemplified by being able to**

Examine a variety of maps to identify and describe their basic elements (e.g., title, legend, cardinal and intermediate directions, scale, grid, principal parallels, meridians); use maps depicting American Indian students' communities, including reservations.

Interpret aerial photographs or satellite-produced images to locate and identify physical and human features on or near the American Indian student's reservation or community (e.g., mountain ranges, rivers, vegetation regions, cities, dams/reservoirs, strip mines, agricultural projects)

B. **Show spatial information on geographic representations, as exemplified by being able to**

Read a narrative and then create a sketch map to illustrate the narrative (use American Indian oral history narratives or children's literature with American Indian themes)

Construct diagrams or charts to display spatial information (e.g., construct a bar graph which compares the five largest Indian reservations in the United States, or which compares the size of the reservations to the size of U.S. states, or comparably-sized countries)

C. **Use geographic representations, tools, and technologies to answer geographic questions, as exemplified by being able to**

Use thematic maps to answer questions about historic and contemporary American Indian population distributions (e.g., use maps depicting pre-European and contemporary homelands of American Indians; use a circumpolar map to identify Inuit communities)

- Use different types of map scales (linear, fractional, and word scale) to measure the distance between two American Indian reservations or communities in response to the question: *How far is Reservation A from Reservation B?*

STANDARD 2: HOW TO USE MENTAL MAPS TO ORGANIZE INFORMATION ABOUT PEOPLE, PLACES, AND ENVIRONMENTS IN A SPATIAL CONTEXT

Therefore the student is able to:

A. Identify major physical and human features at a variety of scales (local to global) using maps, globes, and other sources of graphic information, as exemplified by being able to

Use symbols to locate, identify, and mark features of the local community (e.g., tribal offices, hospital, schools, post offices) on a prepared base map

Identify physical and human features along a route between two places (e.g., from one American Indian community to another) using a globe, maps, and other sources of graphic information

B. Use a mental map to identify the locations of places, as exemplified by being able to

Draw a sketch map from memory of the local community showing the route to and from school, to and from the tribal offices, and to and from recreational facilities; show locations of the homes of students' extended family members

Prepare a sketch map to indicate the approximate locations of places, both local and global, featured in local tribal or national American Indian newspapers

Answer questions about the locations of places (e.g., In what states are the Northern Cheyenne and Eastern Cherokee reservations located? What river connects the Great Lakes tribes to the Atlantic Ocean? What major mountain range separates the Great Plains and Basin culture areas?

C. Sketch an accurate map to answer questions about the locations of physical and human features, as exemplified by being able to

Use a sketch map indicating the approximate location of major mountain ranges in the world to illustrate a geographic idea (e.g. how did the Rocky Mountains affect the annual migration of some western slope tribes to the Plains to hunt buffalo? what effect did the Andes Mountains have on Inca trade routes?)

Mark and label the locations of places discussed in history, language arts, science, and other school subjects (e.g. use sketch maps regularly, as matter of habit, to place

American Indian historic or contemporary events in their spatial contexts or to depict regions relevant to American Indians read about in language arts, social studies, or other subject areas)

D. Describe selected geographic features on the basis of using mental maps, as exemplified by being able to

Write a short account from memory illustrated with a sketch map, describing the location of a neighboring tribe, the closest town, tribal grazing areas, agricultural sites, family allotment sites, and other important features of the local region

Write a description from memory of the physical and human characteristics of the state in which the student lives, and create a sketch map to illustrate the account (e.g., sites of historic or cultural importance to American Indians)

Write a brief summary from memory of the distribution of the physical and human features in different regions of the United States and world (e.g., the historical distribution of American Indian populations in North America and of indigenous peoples throughout the world)

STANDARD 3: HOW TO ANALYZE THE SPATIAL ORGANIZATION OF PEOPLE, PLACES, AND ENVIRONMENTS ON EARTH'S SURFACE

Therefore, the student is able to:

A. Analyze Earth's surface in terms of its spatial elements of point, line, area, and volume, as exemplified by being able to

Use a simple map to identify physical and human features relevant to American Indians in terms of three of the four spatial elements (e.g., historically/culturally important locations [point], pre-European transportation, communication and trade routes [line], regions such as the extent of lands historically inhabited by different tribes [area])

B. Use the spatial concepts of location, distance, direction, scale, movement, and region to describe the spatial organization of places, as exemplified by being able to

Write descriptions of the spatial organization featured in traditional stories

D. Analyze the locations of places and suggest why particular locations are used for certain human activities, as exemplified by being able to

Create a sketch map or scale model of the community locating key places and explain the locations of service and commercial activities, tribal government, housing, public utilities, fire stations, and schools using the concept of accessibility

Create a model that shows areas of agricultural development, livestock grazing, mineral development, timber harvesting

E. Identify connections among places and explain the causes and consequences of spatial interaction, as exemplified by being able to

Identify cultural characteristics that originated in various cultures, and trace the spread of each characteristic and the means by which it spread (e.g., the movement of American Indian foods to Europe as a result of European exploration of North America; the movement of North American furs to Europe as a result of American Indian participation in the European economic system; the movement of horses into North America and among American Indian tribes as a result of Spanish arrival and trade originating in Mexico; the removal of tribes from one place to another, and the resultant adaptations made to cultural and physical life)

PLACES AND REGIONS

STANDARD 4: THE PHYSICAL AND HUMAN CHARACTERISTICS OF PLACES

Therefore, the student is able to:

A. Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to

Observe and describe the physical characteristics of the area encompassing the local Indian community in words and sketches, using a data-retrieval chart organized by physical features (e.g., landforms, bodies of water, soils, vegetation); where appropriate, use native language terms for culturally important physical features and discuss their meaning. This will provide additional culturally-derived significance to the descriptions of places

Use cardboard, wood, clay or other materials to make a model of an American Indian culture area, showing physical characteristics that have significance to the cultures that live in that area (e.g., forests and waterways of the Eastern Woodlands)

B. Describe and compare the human characteristics of places at a variety of scales, local to global, as exemplified by being able to

Observe and describe the human characteristics of the local American Indian community in words and sketches, using a data-retrieval chart organized by human features (e.g., type of economic activity, type of housing, languages spoken, culture, religion); compare nationally with other Indian communities

Use a variety of visual materials, data sources, and narratives (e.g., photographs, pictures, tables, charts, newspaper stories) to describe the human characteristics of a region and to answer such questions as: *Where do people live? What kinds of jobs do they have? How do they spend their leisure time?* Use American Indian newspapers and oral history narratives as resources. Compare with other regions where American Indians live

Use cardboard, wood, clay, or other materials to make a model of a community that shows its human characteristics (e.g., land-use patterns, areas of settlement, locations of community activities, such as powwow grounds, longhouse, lacrosse box, elders' center)

C. **Describe and compare different places at a variety of scales, local to global, as exemplified by being able to**

Observe and describe the physical and human characteristics of the local community and compare them to the characteristics of surrounding non-Indian communities or of American Indian communities in other regions of the country (e.g., compare the housing configurations of a Pueblo or Hope village to a neighborhood in an urban area, such as Albuquerque)

Use a variety of graphic materials and data sources (e.g., photographs, satellite-produced images, tables, charts) to describe the physical and human characteristics of a region, noting items that have similar distributions (e.g., communities are located on major highways); identify and describe physical and human characteristics which define communities as American Indian (e.g., reservation boundaries, tribal facilities, places of cultural importance)

Use cardboard, wood, clay or other materials to make a model of a community that shows its physical and human characteristics (e.g., landforms, bodies of water, vegetation, land-use patterns, areas of settlement), and compare culture-based physical or human features of different American Indian communities (e.g., Crow powwow ground, Creek stomp ground, Seneca longhouse)

D. **Describe and explain the physical and human processes that shape the characteristics of places, as exemplified by being able to**

Use maps and other graphic materials to describe the effects of physical and human processes in shaping landscapes that are familiar to American Indian students (e.g., the effects of erosion and deposition in creating landforms, the effects of agriculture in changing land use and vegetation, the effects of Indian architectural styles, the effects of tribal economic activities)

Draw maps to show the distribution of American Indian population in a region with respect to landforms, climate, vegetation, resources, historic events, or other physical and human characteristics to suggest factors that affect human settlement patterns

(e.g., choose a tribe and show changes in land ownership from pre-European times to the present; compare with other tribes; students from removed tribes could compare the physical characteristics of their original homelands to those of the area to which they were removed)

STANDARD 5: THAT PEOPLE CREATE REGIONS TO INTERPRET EARTH'S COMPLEXITY

Therefore, the student is able to:

A. **Define regions by being able to use physical and human criteria, as exemplified by being able to**

Identify and demarcate areas that are alike and different and form regions from these areas (e.g., regions of dense and less dense settlement, such as regions of American Indian urban and American Indian rural communities)

Identify and describe a variety of regions that result from spatial patterns of human activity or human characteristics (e.g., American Indian population regions, economic regions, American Indian language or other cultural regions)

B. **Compare and contrast regions, as exemplified by being able to**

Compare ways in which an American Indian urban neighborhood is similar to and different from an American Indian reservation neighborhood (e.g., house styles; schools; presence of sidewalks; vegetation type; and at least one population characteristic, such as age of residents)

Compare contemporary American Indian neighborhoods with traditional extended family residential areas

C. **Describe the changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes, as exemplified by being able to**

Prepare a display contrasting American Indian life in a region in the past with American Indian life in the same region in the present -- in terms of population size and cultural characteristics such as language, economic activities, transportation, cuisine, or means of recreation -- to identify ways in which the region has changed

Identify changes in the internal structure or function of an American Indian region, such as a reservation (e.g., construction of a new shopping center, tribal school, casino, hospital, manufacturing plant)

Develop a set of questions to ask tribal elders about regional change during their lifetimes (e.g., changes in transportation, cultural traditions, shopping habits, how people earn a living, environmental conditions) and write a summary of the answers

Use tribal archives, newspapers, etc., to find photographs showing changes in students' tribal lands which were the result of human activity -- changes such as road building, logging, dam construction, etc.

STANDARD 6: HOW CULTURE AND EXPERIENCE INFLUENCE PEOPLE'S PERCEPTIONS OF PLACES AND REGIONS

Therefore, the student is able to:

A. Describe places and regions in different ways, as exemplified by being able to

Make a poster or collage, or use another mode of expression that reflects the American Indian student's perception (mental map) of a place or region (e.g., my home town, American Indian historic sites, culturally important sites, recreation areas, agricultural or mining sites)

Write an historical account of the local American Indian community as seen from the student's own perspective, with emphasis on how the student's views and values have changed over time

B. Compare the different ways in which people view and relate to places and regions, as exemplified by being able to

Describe how different people perceive different places and regions through the use of role playing, simulations, and other activities (e.g., compare and contrast traditional American Indian and European views toward uses of the land)

Conduct interviews to collect information on how people of different age, sex, or culture view the same place or region and then organize the information by subject (e.g., forest), type of interviewee (e.g., non-Indian male teenager, middle-aged American Indian female, elderly American Indian male), and response (e.g., like/dislike, important/unimportant)

Analyze American Indian songs, poems, and stories about places in order to make inferences about people's feelings regarding the places featured in those works

PHYSICAL SYSTEMS

STANDARD 7: THE PHYSICAL PROCESSES THAT SHAPE THE PATTERNS OF EARTH'S SURFACE

Therefore, the student is able to:

A. Identify and describe the physical components of Earth's atmosphere, lithosphere, hydrosphere, and biosphere, as exemplified by being able to

Use pictures from instructional materials and hand-drawn sketches to distinguish between different components of Earth's physical systems, particularly in reference to areas of historical and contemporary importance to American Indians (e.g., lithospheric features [landforms] such as mountains, hills, plateaus, plains, river valleys, and peninsulas, as well as hydrospheric features such as oceans, lakes and rivers); if possible, use historical American Indian-made maps

Describe different climates in terms of precipitation and temperature and the types of plants and animals associated with each, using pictures, maps, and graphs (e.g., compare different regions where American Indians live, such as Navajo of Arizona and Ojibwa of Minnesota)

Construct a model of the hydrologic cycle focusing on surface and subsurface water features (e.g., rivers, lakes, oceans, runoff, groundwater, aquifers, water tables); discuss traditional American Indian concepts, such as the Medicine Wheel, which can be used to describe the water cycle

C. Describe how Earth's position relative to the Sun affects events and conditions on Earth, as exemplified by being able to

Explain how the length of day can influence human activities in different regions of the world (e.g., summer and winter activities of Native Alaskans who live in areas near or inside the Arctic Circle)

Relate seed and garden catalog descriptions of growing seasons to the United States Department of Agriculture hardiness zone maps (e.g., discuss traditional American Indian agricultural techniques in different areas found on the hardiness zone maps)

STANDARD 8: THE CHARACTERISTICS AND SPATIAL DISTRIBUTION OF ECOSYSTEMS ON EARTH'S SURFACE

Therefore, the student is able to:

A. Describe and illustrate the components of an ecosystem at a variety of scales, as exemplified by being able to

Discuss traditional American Indian views about the elements of creation and their relationships to one another; discussion should be specific to students' tribes

B. Identify and explain the distribution and patterns of ecosystems, as exemplified by being able to

Write descriptions of groups of plants and animals (that are or traditionally were important to American Indians) associated with vegetation and climatic regions on Earth (e.g., why did buffalo thrive in the Great Plains region? Why were cedar trees so plentiful along the Northwest Coast? Why do salmon run in the rivers of the Pacific Northwest? What are cisterns and why are they found in the Pueblo communities of the Southwest?)

Use sketch maps of the American Indian student's region to show the locations of different associations of plants and animals (e.g., animals that live in forests, animals and trees that thrive in cities, animals and plants that live near the coast, a lake, or a river); discuss which plants and animals were traditionally important to American Indian populations in those regions

C. Explain how humans interact with ecosystems, as exemplified by being able to

Describe how vegetation and soil affected historical American Indian settlement patterns (e.g., good sites for building or farming) and the ways in which American Indians affected vegetation and soil (e.g., changing vegetation or practicing soil conservation)

HUMAN SYSTEMS

STANDARD 9: THE CHARACTERISTICS, DISTRIBUTION AND MIGRATION OF HUMAN POPULATIONS ON EARTH'S SURFACE

Therefore, the student is able to:

A. Describe the spatial distribution of population, as exemplified by being able to

Construct a map showing the population distribution of the American Indian students' local community or reservation (e.g., in the areas where people live, in traditional housing areas, in new housing developments, around tribal offices, etc.)

C. Compare the causes and effects of human migration, as exemplified by being able to

Examine narratives describing a variety of American Indian migrations in different regions of North America, and then discuss the reasons for each migration (e.g., voluntary moves, such as Athabaskans into the Southwest; involuntary moves, such as Southeastern tribes during the "Removal" period of the 1820s and 1830s, or the Navajo "Long Walk" era of the 1860s)

Write a diary entry or short play describing the reasons why an individual or family might be involved in a voluntary or involuntary migration (e.g., a family decided to leave the reservation to settle in Los Angeles during the Relocation Era, a Laguna man decided to go to California to work in railroad construction in the 1830s and brings his family resulting in a Laguna colony, or an Ojibwa deciding to go to Connecticut to work for the Pequot tribe in 1990)

Write an account and draw a sketch map to suggest ways in which physical geography affects the routes, flows, and destinations of migrations (e.g., use Cherokee, Creek, and other tribes' removal routes)

STANDARD #10: THE CHARACTERISTICS, DISTRIBUTION, AND COMPLEXITY OF EARTH'S CULTURAL MOSAICS

Therefore, the student is able to:

A. Identify and compare the cultural characteristics of different regions and people, as exemplified by being able to

Identify components of the student's traditional American Indian culture (e.g., language, social organization, beliefs and customs, forms of shelter, economic activities, education systems) and write a brief description of it, including at least one statement about each component

Distinguish between the ways of life of different American Indian people living in the same region (e.g., Mandan and Sioux in the Plains region; Navajo and Pueblo in the southwest)

Use components of culture to compare how American Indian children live in different regions (e.g., similarities and differences in terms of environment and resources, technology, food, social organization, beliefs and customs, schooling, what girls and boys are allowed to do)

B. Describe and compare patterns of culture across Earth, as exemplified by being able to

Write an account, using thematic maps, briefly describing the characteristics of the traditional culture of the student's tribe(s); compare with other American Indian cultures (e.g., language, religion, political systems, foods)

Understand how cultures differ in their use of similar environments and resources by comparing one culture with another (e.g., compare how the use of land and resources was viewed by traditional American Indian cultures versus the views of Europeans and early Euro-Americans, or among various cultures of the world)

C. Describe changes in culture, as exemplified by being able to

Use interviews with American Indian parents and grandparents to understand cultural change (e.g., how the roles of women in Indian societies have changed and how that has affected life in the community; how radio and then television changed leisure activities in the community; how education has changed)

Use a variety of instructional materials to describe the current and former types of work done by American Indian women, and then suggest reasons for any changes (e.g., changes in the roles of Indian women in providing food, in various activities of matriarchal societies, or in tribal governments)

Use historical data, primary and secondary documents, illustrations, and other sources of information to describe changes in American Indian cultural characteristics (e.g., the role of children in society, clothing styles, modes of transportation, food preferences, types of housing, attitudes toward the environment and resources)

STANDARD #11: THE PATTERNS AND NETWORKS OF ECONOMIC INTERDEPENDENCE ON EARTH'S SURFACE

Therefore, the student is able to:

A. Explain how people in different parts of the world earn their living, as exemplified by being able to

Describe and compare the ways in which various American Indian tribes have historically satisfied their basic needs and wants through the production of goods in different regions of North America (e.g., hunting vs. fishing or farming)

Draw a map to show American Indian craft goods that are made from natural resources (baskets, moccasins), and that provide a means of making a living for some American Indians

B. Locate and classify economic activities, as exemplified by being able to

Locate and discuss the importance of tribal economic activities that make use of natural resources on the student's reservation (e.g., agriculture, mining, fishing, forestry)

Map the economic linkages between the American Indian students' reservation and surrounding communities (banks, stores, work places)

C. Identify factors important in the location of economic activities, as exemplified by being able to

List any agricultural products produced on the student's tribal lands or reservation, identify where they are processed, and draw a map showing how they are distributed

D. Identify the modes of transportation and communication used to move people, products, and ideas from place to place, as exemplified by being able to

Begin a North American time line with American Indian trade and transportation routes (e.g., Columbia River as a center of trade between Plateau/Plains base and Northwest Coast)

Describe activities of American Indian tribes within the global economy (e.g., where American Indian arts and crafts are sold outside the United States, how the products are distributed, shipped, etc.; identification of reservation-based assembling and manufacturing of foreign products)

STANDARD #12: THE PROCESSES, PATTERNS, AND FUNCTIONS OF HUMAN SETTLEMENT

Therefore, the student is able to:

A. Describe the types of settlement and patterns of land use in the United States and world regions, as exemplified by being able to

Prepare written comparisons of past and present types of American Indian settlements in the United States (e.g., changing settlement patterns on reservations); compare with other cultures and countries

Compare housing and land use for American Indians living in urban and rural areas, noting similarities and differences (e.g., where people live, where services are provided, where products are made, types of housing, yard size, population density, transportation facilities, presence of infrastructure elements such as sidewalks and street lights)

Read narratives and poems about a type of American Indian community unlike that of the student (e.g., an urban community if the student lives in a rural area, or on a reservation) and then summarize the similarities and differences in a chart

B. Locate clusters of settlement and suggest the reasons for their distribution, as exemplified by being able to

Use maps to identify clusters of traditional American Indian settlements and suggest the reasons for the settlement locations (e.g., fertile soil, proximity to good travel routes, militarily strategic sites, culturally symbolic sites, and availability of water)

Compare two or more regions to suggest probable reasons for similarities and differences in American Indian population size and density (e.g., length of settlement, environment and resources, cultural traditions, historic events, accessibility)

C. Explain patterns of settlement at different periods, as exemplified by being able to

Analyze the similarities and differences among American Indian culture areas, suggest why American Indians settled in those places and why these settlements persist today (e.g., as centers of innovation and cultural, social, economic, and political development that maintain their importance to Indian people); or if they do not persist today, why?

Describe the settlement patterns that characterize the development of the student's local community or state (e.g., from early American Indian settlements, to the movement of non-Indians into the area, to the spread of settlements to fill the area, to hamlet and village formation, to competition among villages for economic dominance and growth; from a small number of dispersed occupants with a few service concentrations in a village, town, or city with many more services, and then the modern pattern of suburbanization and decentralization); trace the subsequent stages of change in the American Indian settlements as well

Trace the reasons for the growth and decline of various American Indian settlements (e.g., Mississippian Mound culture, Chaco Canyon culture, Aztec and Mayan cultures)

STANDARD #13: HOW THE FORCES OF COOPERATION AND CONFLICT AMONG PEOPLE INFLUENCE THE DIVISION AND CONTROL OF EARTH'S SURFACE

Therefore, the student is able to:

A. Identify and describe types of territorial units, as exemplified by being able to

Use layers of colored paper, transparencies, and other graphics to identify American Indian political units (e.g., voting districts, school attendance zones; jurisdictional zones)

Prepare a chart, diagram, or map that (1) lists public services offered to American Indian citizens by government agencies and (2) identifies the area served by each (e.g., the service agreements among Tribal School Social Worker, BIA Social Services personnel, Tribal Child Protection Team members, Tribal Social Services personnel).

Prepare an atlas that shows American Indian territorial units (e.g., American Indian reservation and trust lands)

B. Describe the characteristics of political units at different scales, as exemplified by being able to

Describe the functions of American Indian tribal political units (e.g., law-making, law enforcement, provision of services, powers of taxation)

C. Explain how and why people compete for control of Earth's surface, as exemplified by being able to

Prepare a series of maps to illustrate how the Unites States' expansion of its territory reduced American Indian control of lands

Research, write, and illustrate a geographic history of a state that focuses on how the state got its present boundaries -- begin by identifying American Indian control and occupation of the lands that now comprise the state

Describe how some tribes have recently expanded their land bases through land purchases and land claims

D. Analyze current events as examples of cooperation, conflict, or both, as exemplified by being able to

Identify a local issue (in the student's community) that has been a point of conflict between American Indians and non-Indians, analyze the situation, and find ways in which it illustrates the idea of cooperation and conflict

Use events in the local American Indian community or in communities in other regions to write stories about ways in which people solve problems by cooperating (e.g., working in groups to pick up trash along the road, participating in a neighborhood crime-watch group, or participating in community house-building projects)

ENVIRONMENT AND SOCIETY

STANDARD #14: HOW HUMAN ACTIONS MODIFY THE PHYSICAL ENVIRONMENT

Therefore, the student is able to:

A. **Describe ways in which people depend on the physical environment, as exemplified by being able to**

Describe ways in which American Indians traditionally acknowledge and honor elements of the physical environment which fulfill human needs (e.g., stories which teach respect for the Earth, animal songs/dances, ceremonies, prayers, etc.). Studies should be specific to students' own tribes and should be done in consultation with appropriate tribal representatives

B. **Identify ways in which humans alter the physical environment, as exemplified by being able to**

List examples of changes in land use in the local American Indian community (e.g., changing from hunting, fishing and other subsistence activities to farming, from one type of farming to another, from farms to houses and stores, from factories and other industrial uses to abandonment)

Use maps and graphs to illustrate changes in the physical environment of the local community or region which were brought about by processes such as urban growth, the development of transportation and agriculture, and the introduction of new species of plants and animals (e.g., examine how the introduction of corn agriculture affected the physical environment of North America, or how contemporary American Indian economic activities -- such as mining, logging and energy development -- affect the physical environment)

Prepare an illustrated booklet that shows how and why people alter the physical environment of American Indian reservations and lands (e.g., by creating irrigation projects, clearing the land to make room for houses and shopping centers, planting crops, logging)

C. Assess the impact of human activities on the physical environment, as exemplified by being able to

Develop a chart that compares the plants and animals that were formerly found in the local American Indian community with those that are now found there, and suggest reasons for any changes (e.g., changes in climate, air pollution, water pollution, expanding human settlement)

STANDARD #15: HOW PHYSICAL SYSTEMS AFFECT HUMAN SYSTEMS

Therefore, the student is able to:

A. Describe how humans adapt to variations in the physical environment, as exemplified by being able to

Describe and compare the traditional ways of life of different groups of American Indians who lived in the student's community, region or state to draw conclusions about how they adapted to the natural resources available (e.g., dependence of Plains people on bison, dependence of Iroquois on crops produced by fertile soil of the Great Lakes Region, dependence of people in the Northeast and Pacific Northwest on fishing)

Use pictures of American Indian housing in the student's community, region, or in other parts of North America at different periods of time to describe how the physical environment can influence the choice of building material and style of construction, and how people adapt building styles to the availability of building materials (e.g., tipis in the Great Plains, plank houses in the Northwest Coast, grass houses [Chickee huts] in Florida, or adobe dwellings in the Southwest)

Describe how 19th century relocations caused adaptation to new physical environments

B. Identify opportunities that the physical environment provides for people, as exemplified by being able to

Describe characteristics of the community's physical environment that first attracted American Indian populations, and the opportunities that the environment offers today in order to reach conclusions about how people's views of the environment are effected as technology and culture change

C. **Identify ways in which human activities are constrained by the physical environment, as exemplified by being able to**

Describe the characteristics of climates in different regions of North America and how they affect the lives of American Indian people in the region both historically and today (e.g., how Inuit people are affected by living in an area of permafrost, the Makah people in an area that gets around 100 inches of rainfall a year, or the Tohono O'odham people in an area that gets almost no rain)

Explain how landforms can limit human activities (e.g., tribes which were traditionally not able to farm because of mountainous or other unsuitable terrain)

D. **Describe and locate natural hazards in the physical environment, as exemplified by being able to**

Define and give examples of natural hazards described in American Indian storybooks or legends

Identify and discuss the critical issues and related implications of mining, energy development, commercial fishing, industrial development and the use of other reservation and tribally-controlled resources

STANDARD #16: THE CHANGES THAT OCCUR IN THE MEANING, USE, DISTRIBUTION, AND IMPORTANCE OF RESOURCES

. . . . . .

Therefore, the student is able to:

A. **Locate and differentiate between renewable, nonrenewable, and flow resources as exemplified by being able to**

Put symbols on a base map to identify locations of nonrenewable resources on American Indian lands or regions they are part of (e.g., fossil fuels, minerals), and explain how each resource is used

Design and conduct a survey of American Indian students, family, and other members of the community in order to measure resource use in the community on a typical day, and classify the resources as renewable (e.g., timber), nonrenewable (e.g., petroleum), or flow (e.g., running water or wind)

B. **Explain the relationship between the locations of resources and patterns of population distribution, as exemplified by being able to**

Use historical case studies to explain how American Indian settlement patterns were influenced by the discovery and use of resources (e.g., changes in the Plains'

populations after the introduction of the horse; changes in northeastern American Indian settlement patterns as a result of the fur trade)

D. Identify and evaluate critical present-day issues related to the use of resources, as exemplified by being able to

Discuss the issue of American Indian treaty rights as they pertain to the use of natural resources

THE USES OF GEOGRAPHY

STANDARD #17: HOW TO APPLY GEOGRAPHY TO INTERPRET THE PAST

Therefore, the student is able to:

A. Describe how the physical and human characteristics of places change over time, as exemplified by being able to

Arrange in chronological order pictures of American Indian houses built during different periods in the student's region, and explain why the size and style of such homes have changed over time (e.g. migration patterns, demographic changes, European settlement into tribal areas, economic conditions)

Use graphs of major employment categories to trace changes that have occurred in how American Indian people have earned a living in the student's community (e.g., industry, farming, fishing, retail trade, tribal and U.S. government)

Prepare a time line illustrating changes in the vegetation and animal population in a region (e.g., trace successive changes in vegetation caused by human occupancy and agriculture in a region); begin the time line with vegetation and animal populations prior to European arrival in North America

B. Show how the student's community has changed, as exemplified by being able to

Interview tribal elders as a basis for writing a "this is how it was" story of the community and illustrate the story with maps and pictures

Use maps to show changes in American Indian reservation boundaries over time

C. Describe ways in which changes in people's perceptions of environments have influenced human migration and settlement, as exemplified by being able to

Use primary and secondary documents to trace how people's perceptions of an environment have changed with length of settlement and familiarity with the area;

use examples of American Indian legends about places or natural forces which demonstrate long-term familiarity with and attachment to an area

Read stories about American Indian children living in the past, describe their attitudes toward the physical environment, and compare those attitudes with the attitudes of American Indian children today

D. Describe the geographic context that has influenced people and events in the past, as exemplified by being able to

Use maps and narratives to trace historic events in a spatial context (e.g., read accounts of historic events involving American Indians, such as the removal of tribes from the southeastern U.S., the current Lakota fight for control of the Black Hills of South Dakota, the Navajo Long Walk, the collapse of Louie Real's Rebellion, and the resettlement of Canadian Crees on the Rocky Boy Reservation of Montana)

Use maps to compare pre-historic American Indian trade routes with river systems

Prepare visual materials (maps, charts, graphs) and written descriptions of the physical and human characteristics of places where American Indians lived that answer the question: *What was it like to live in place X in time Y?* (e.g., prepare maps showing settlements and transportation routes of the student's region at the turn of the 19th century)

STANDARD #18: HOW TO APPLY GEOGRAPHY TO INTERPRET THE PRESENT AND PLAN FOR THE FUTURE

Therefore, the student is able to:

A. Identify ways in which geographic conditions change, as exemplified by being able to

Draw cartoon strips or make storybooks to illustrate ways in which tribal resources can be managed, and to explain why it is important to do so (e.g., soil conservation practices can preserve agricultural productivity for future generations, and recycling nonrenewable resources helps provide resources for future generations)

Prepare a time line and visual display to show the projected increases in American Indian population

B. Describe how differences in perception affect people's views of the world, as exemplified by being able to

Use a data retrieval chart to organize information on how different groups of people perceive the same place, environment, or event (e.g., Indian and non-Indian differences in perceptions of places as exemplified by different names given to the

same places, such as Mt. Adams in the state of Washington, which is also named "Pahto" by the Yakama Indians, meaning "standing high.")

Identify, in consultation with appropriate tribal representatives, tribal place names for landforms noted in creation and other traditional stories

THE WORLD IN SPATIAL TERMS

STANDARD 1: HOW TO USE MAPS AND OTHER GEOGRAPHIC REPRESENTATIONS, TOOLS, AND TECHNOLOGIES TO ACQUIRE, PROCESS, AND REPORT INFORMATION FROM A SPATIAL PERSPECTIVE

Therefore, the student is able to:

A. **Describe the essential characteristics and functions of maps and geographic representations, tools, and technologies, as exemplified by being able to**

Describe the purposes and distinguishing characteristics of selected map projections and globes, aerial photographs, and satellite-produced images based on American Indian themes (e.g., maps depicting pre-historic trade centers, locations of historic villages, changes in reservation boundaries over time, sites which have cultural significance -- such as Medicine Wheels)

Explain map essentials (e.g., scale, directional indicators, symbols) of maps with American Indian themes

Explain the characteristics and purposes of selected American Indian geographic databases (e.g., databases containing American Indian census data, tribal land-use data, reservation topographic information)

B. **Develop and use different kinds of maps, globes, graphs, charts, databases, and models, as exemplified by being able to**

Use data and a variety of symbols and colors to create thematic maps and graphs of various aspects of the student's local community and reservation and other North American Indian communities (e.g., patterns of population, economic features, rainfall, vegetation)

Use data to develop maps and flowcharts showing major patterns of historical movement of American Indian people (e.g., removal of American Indians from the southeast and other parts of the United States to Indian Territory (Oklahoma) c. 1830; movement of American Indian populations away from reservations to urban centers as part of the U.S. government's Relocation Program during the 1950s; contemporary tribes whose populations straddle the U.S./Canadian or U.S./Mexican borders)

C. **Evaluate the relative merits of maps and other geographic representations, tools, and technologies in terms of their value in solving geographic problems, as exemplified by being able to**

Evaluate the advantages and disadvantages of using a map or a cartogram to illustrate a data set (e.g., data on American Indian population distribution, American Indian language-use patterns)

D. **Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns, as exemplified by being able to**

Develop criteria for drawing American Indian reservation service boundaries on maps (e.g., boundaries that assign students to schools, define reservation voting or other political districts, define grazing or irrigation districts). Overlay reservation maps on state or county maps to gain visual understanding of the geography of dual citizenship

Use maps to understand patterns of movement in space and time (e.g., prehistoric migration patterns of American Indian tribes in search of food resources during different seasons, such as following buffalo migrations, seasonal gathering locations, fishing sites, etc.)

Use maps to make and justify decisions about the best location for reservation facilities (e.g., best places to build a restaurant, locate an elders' center, or develop a manufacturing site)

STANDARD 2: HOW TO USE MENTAL MAPS TO ORGANIZE INFORMATION ABOUT PEOPLE, PLACES, AND ENVIRONMENTS IN A SPATIAL CONTEXT

Therefore the student is able to:

A. **Identify the locations of certain physical and human features and events on maps and globes and answer related geographic questions, as exemplified by being able to**

Identify the locations of American Indian culture areas -- Plains, Northwest Coast, Great Basin, etc.

Identify the largest American Indian urban areas in the United States now and in the past

Sketch major wind patterns on reservation lands; mark landforms that are culturally and historically important to American Indians

B. Use mental maps to answer geographic questions of relevance to American Indians as exemplified by being able to

Describe how important American Indian current events relate to their physical and human geographic contexts (examples contained in local, tribal, or national American Indian newspapers)

Draw sketch maps of contemporary or historical tribal lands and compare them with contemporary atlases and historical maps to determine the accuracy of place location and knowledge

Use mental maps of place location to list the states through which a person would travel between two points (e.g., from traditional tribal lands to contemporary reservations; from one reservation to another)

C. Draw sketch maps from memory and analyze them, as exemplified by being able to

Translate a mental map into sketch form in order to illustrate the relative location of, size of, and distances between places (e.g., identify communities, grazing areas, allotments, or traditional extended family areas on students' reservation or compare similar areas among various American Indian reservations)

D. Analyze ways in which people's mental maps reflect individual or cultural attitudes toward places, as exemplified by being able to

Identify and compare the different criteria that various American Indian people use for rating places (e.g., environmental amenities, economic opportunity, location of family members, cultural opportunities)

Analyze sketch maps produced by different American Indian people on the basis of their mental maps and draw inferences about the factors (e.g., culture, age, sex, occupation, experience) that influence those people's perceptions of places

Compare sketch maps drawn by American Indian people from different generations, as well as maps drawn by Indians and non-Indians

Compare passages from American Indian-authored fiction or poetry to reach conclusions about American Indian perceptions of places (e.g., read passages from Scott Momaday's Pulitzer Prize novel "House Made of Dawn" regarding Los Angeles, and Leslie Silko's "Ceremony" regarding rural New Mexico)

Describe, where appropriate, mental maps of places of cultural significance to American Indian tribes (e.g., places associated with creation stories or ceremonial life)

STANDARD 3: HOW TO ANALYZE THE SPATIAL ORGANIZATION OF PEOPLE, PLACES, AND ENVIRONMENTS ON EARTH'S SURFACE

Therefore, the student is able to:

A. **Analyze and explain distributions of physical and human phenomena with respect to spatial patterns, arrangements, and associations, as exemplified by being able to**

Analyze historical and contemporary distribution maps to discover phenomena (e.g., resources, terrain, climate, water, culture areas) that are/were related to the distribution of American Indian people

Prepare dot distribution maps to show agricultural practices among pre-European American Indians and relate these patterns to such physical phenomena as climate, topography, and soil

B. **Analyze and explain patterns of land use in rural areas using such terms as distance, accessibility, and connections as exemplified by being able to**

Describe and analyze the spatial arrangement of American Indian reservation land-use patterns (e.g., commercial, residential, agricultural) in the student's local community

C. **Explain the different ways in which places are connected and how these connections demonstrate interdependence and accessibility, as exemplified by being able to**

Develop time lines, maps, and graphs to determine how changes in transportation and communication technology has affected relationships between places (e.g., between distant American Indian communities; between cities and reservations)

D. **Describe the patterns and processes of migration and diffusion, as exemplified by being able to**

Examine maps documenting the diffusion of American Indian language families. Describe correlations in language, religion, and customs -- both within and among American Indian culture areas

Describe migrations of students' tribes at different times, as recorded in primary and secondary sources (e.g., migrations described in origin stories and in ethnographic studies)

PLACES AND REGIONS

STANDARD 4: THE PHYSICAL AND HUMAN CHARACTERISTICS OF PLACES

Therefore, the student is able to:

A. **Analyze the physical characteristics of places, as exemplified by being able to**

Use field observations, maps, and other tools to identify and compare the physical characteristics of various sites on the American Indian student's reservation or on various reservations (e.g., soils, landforms, vegetation, wildlife, climate, natural hazards)

Develop and test hypotheses regarding ways in which the locations, building styles, and other characteristics pertinent to American Indian reservations are shaped by natural hazards such as erosion, earthquakes, floods, and hurricanes (e.g., erosion-influenced lands on reservations in South Dakota and Arizona/New Mexico)

Use maps, graphs, satellite-produced images, or tables to make inferences about the causes and effects of changes over time in physical landscapes found on American Indian reservations (e.g., forest cover, water distribution, temperature fluctuations)

B. **Analyze the human characteristics of places relevant to American Indians, as exemplified by being able to**

Use field observation, maps, and other tools to identify and compare the human characteristics of places relevant to American Indians (e.g., populations and land uses)

Use maps and other tools to develop and test hypotheses about similarities and differences in cultural landscapes (e.g., compare traditional housing of different tribes)

Use maps, aerial photographs, and satellite-produced images to make inferences about the causes and effects of change in places relevant to American Indians over time (e.g., population growth, the clearing of forests, development of transportation systems)

C. **Identify and analyze how technology shapes the physical and human characteristics of places, as exemplified by being able to**

Assess how variations in technology and perspectives affect human modification of landscapes over time, and from place to place (e.g., pre-historic farming vs. modern-day strip mining or clear-cut logging)

Explain how isolated reservation communities have been changed by technology (e.g., changes resulting from new highways, the introduction of satellite dishes and computers, or new technologies associated with industry and agriculture)

STANDARD 5: THAT PEOPLE CREATE REGIONS TO INTERPRET EARTH'S COMPLEXITY

Therefore, the student is able to:

A. Identify criteria used to define regions, as exemplified by being able to

Give examples of physical characteristics of the regions which traditionally supported American Indian cultures -- Plains, Southwest, Northwest Coast, Great Basin, California, Eastern Woodlands

Describe the relationships between the physical and human characteristics of the regions which traditionally supported American Indian cultures (e.g., the grasslands of the Plains which supported the buffalo-hunting cultures)

B. Identify types of regions, as exemplified by being able to

Suggest criteria for and examples of formal American Indian regions (e.g., areas of tribal jurisdiction, BIA service areas)

C. Explain how regions change over space and time, as exemplified by being able to

Using maps and other graphics to show regional change, and how such changes affect the characteristics of places relevant to American Indian tribes (e.g., pre-European Eastern Woodlands vs. today)

Explain the factors that contribute to changing regional American Indian characteristics (economic development, political issues, etc. which have led to the development of regional tribal consortia, such as the All Indian Pueblo Council, the Great Lakes Inter-tribal Council, Small Tribes of Western Washington

STANDARD 6: HOW CULTURE AND EXPERIENCE INFLUENCE PEOPLE'S PERCEPTIONS OF PLACES AND REGIONS

Therefore, the student is able to:

A. Evaluate the characteristics of places and regions from a variety of points of view, as exemplified by being able to

Obtain information reflecting different points of view about the proposed use of a plot of land in the student's local community or reservation and then analyze those views on the basis of what could be best for the community. Use local American Indian newspapers to examine land use issues on other American Indian reservations

Compare ways, as appropriate, in which people of different American Indian cultures define, build, and name places and regions (e.g., sacred places, places tied to traditional legends, and names given to places to symbolize an event or principle, or to honor a person or cause)

B. Explain how technology affects the ways in which culture groups perceive and use places and regions, as exemplified by being able to

Explain the impact technology has had on the human use of American Indian lands (e.g. air-conditioning and irrigation on the use of arid Indian lands). Cite examples from the students' own community.

Trace the role of technology in changing American Indian culture groups' perceptions of their physical environments (e.g. the snowmobile's impact on the lives of Inuit people in Alaska and the swamp buggy's effect on tourist travel on Seminole lands in the Everglades)

C. Identify ways in which culture influences people's perceptions of places and regions, as exemplified by being able to

Give examples of how the many different religions and other belief systems of American Indians influence traditional attitudes toward land use (e.g., various cultural expressions of gratitude, respect and reverence for the Earth)

Read poems and fiction by American Indian authors to determine what they perceive as beautiful or valuable in landscapes

Explain the enduring interest of American Indians in holding onto their cultural traditions

D. Illustrate and explain how places and regions serve as cultural symbols, as exemplified by being able to

Compile a list of places (with photographs) that serve as American Indian cultural symbols (e.g., National Museum of the American Indian; Little Bighorn National Monument; the Black Hills)

PHYSICAL SYSTEMS

STANDARD 7: THE PHYSICAL PROCESS THAT SHAPE THE PATTERNS OF EARTH'S SURFACE

Therefore, the student is able to:

A. Use physical processes to explain patterns in the physical environment, as exemplified by being able to

Explain how erosional agents such as water and ice produce distinctive landforms on the student's reservation

STANDARD 8: THE CHARACTERISTICS AND SPATIAL DISTRIBUTION OF ECOSYSTEMS ON EARTH'S SURFACE

Therefore, the student is able to:

B. Explain the functions and dynamics of ecosystems, as exemplified by being able to

Identify the flora and fauna of an ecosystem on students' tribal land and tell how they are linked and interdependent; relate these findings to traditional holistic tribal philosophies about the interdependent nature of ecosystems.

D. Explain how human processes contribute to changes in ecosystems, as exemplified by being able to

Identify changes over time in the ecosystem in or near the American Indian student's own community that are the results of human intervention (e.g., natural wetlands on a floodplain being replaced by farms, intensified erosion caused by timber harvesting, the effects of strip mining for coal, the effects of developing land for commercial activities [stores, casinos] -- paving roads, bringing in crowds and increased traffic)

HUMAN SYSTEMS

STANDARD 9: THE CHARACTERISTICS, DISTRIBUTION AND MIGRATION OF HUMAN POPULATIONS ON EARTH'S SURFACE

Therefore, the student is able to:

A. **Describe the structure of populations through the use of key demographic concepts, as exemplified by being able to**

Describe differences in the rate of population growth in American Indian tribes since 1900

Compare American Indian rural and urban populations in 1880, 1930, 1960 and today

C. **Explain migration streams over time, as exemplified by being able to**

Explain the difference between voluntary and forced migration

Identify causes and effects of American Indian migration streams, both voluntary and forced (e.g., Athabaskan voluntary migration from northern Canada to New Mexico and Arizona; Southeastern tribes forced migration to Indian Territory)

D. **Describe ways in which human migration influences the character of a place, as exemplified by being able to**

Use maps and pictures from different periods to illustrate changes in a place due to migration (e.g., the area comprising Indian Territory before and after the forced migration of many tribes into the area; the areas vacated by Indian tribes after forced migration)

Identify the ways in which human migration patterns are currently evident among American Indian residents of reservation lands (to urban areas or to different parts of the reservation for jobs or housing; to different locations for higher education, including tribal community colleges)

STANDARD #10: THE CHARACTERISTICS, DISTRIBUTION, AND COMPLEXITY OF EARTH'S CULTURAL MOSAICS

Therefore, the student is able to:

A. **Identify ways in which communities reflect the cultural background of their inhabitants, as exemplified by being able to**

Describe visible cultural elements in the American Indian student's community or in another American Indian community (e.g., tribes represented, distinctive building styles, native languages spoken, cultural events such as powwows)

Explain the presence of American Indian enclaves in cities resulting from voluntary or forced migration (e.g., economic factors, U.S. Relocation Program)

Find evidence in the student's own community of immigration from different tribes (e.g., use telephone directories to find surnames from other tribes, ethnic restaurants, stores, social clubs, etc.)

B. Identify and describe the distinctive cultural landscapes associated with migrant populations as exemplified by being able to

Describe cultural elements retained by American Indian tribes forced to migrate, or the cultural activities of relocated urban American Indian populations (e.g., urban Indian center powwows)

C. Describe and explain the significance of patterns of cultural diffusion, as exemplified by being able to

Describe the spread of American Indian cultural events/activities (e.g., powwow, Ghost Dance, Native American Church, flute music)

STANDARD #11: THE PATTERNS AND NETWORKS OF ECONOMIC INTERDEPENDENCE ON EARTH'S SURFACE

Therefore, the student is able to:

A. List and define the major terms used to describe economic activity in a geographic context

Define and map three primary economic activities that occur on reservation lands (e.g., coal mining, wheat growing, salmon fishing)

Define and map three secondary economic activities occurring on reservation lands (e.g., manufacturing, assembly plants)

Define tertiary economic activity and explain the ways it plays an essential role in American Indian communities of almost every size (e.g., restaurants, theaters, and hotels; drugstores, hospitals, and doctors' offices), and analyze how many of these activities occur on reservation lands, and, if possible, how many are owned and operated by American Indians

C. **Analyze and evaluate issues related to the spatial distribution of economic activities, as exemplified by being able to**

Identify locations of economic activities in the student's own American Indian community and evaluate their impacts on surrounding areas

Analyze the economic and social impacts on an American Indian reservation and surrounding areas when a casino or other economic activity moves into an American Indian community

E. **Analyze historical and contemporary economic trade networks as exemplified by being able to**

Map American Indian participation in trade routes for the sixteenth through the nineteenth centuries that linked North America and Europe, and explain how the trade influenced the history of both continents

Describe national and international contemporary American Indian economic trade networks (e.g., for American Indian arts, timber or agricultural products)

G. **Compare and evaluate the roles of historical and contemporary systems of transportation and communication in the development of economic activities, as exemplified by being able to**

Assess the importance of pre-European American Indian trade and travel routes in the development of United States highways, rail lines and trade routes

STANDARD #12: THE PROCESSES, PATTERNS, AND FUNCTIONS OF HUMAN SETTLEMENT

Therefore, the student is able to:

A. **Identify and describe settlement patterns, as exemplified by being able to**

List, define, and map pre-European American Indian agricultural settlements (e.g., Iroquois, Mandan, Pueblo)

List, define, and map major American Indian urban populations (e.g., Los Angeles, New York City, Denver)

B. **Identify factors involved in the development of cities, as exemplified by being able to**

Identify cities that were formerly sites of American Indian communities; explain the geographic factors which made these sites desirable locations for subsequent cities

List and explain the reasons why American Indian people would choose to change from a dispersed rural to a concentrated urban form of settlement (e.g., the need for a marketplace, jobs, education)

D. Explain the causes and consequences of urbanization, as exemplified by being able to

Describe how some American Indian people who live in cities go to their home reservations for cultural revitalization

Describe why some American Indian people find urban centers to be economically attractive (e.g., business and entrepreneurial opportunities, access to information and other resources)

STANDARD #13: HOW THE FORCES OF COOPERATION AND CONFLICT AMONG PEOPLE INFLUENCE THE DIVISION AND CONTROL OF EARTH'S SURFACE

Therefore, the student is able to:

A. Identify and explain reasons for the different spatial divisions in which the student lives, as exemplified by being able to

Identify different service, political, social, and economic divisions of the world in which the American Indian student functions as a result of reservation, tribal, and American Indian citizenship factors

B. Explain why people cooperate but also engage in conflict to control Earth's surface, as exemplified by being able to

Identify the factors which led to American Indian - European conflict over control of North America (e.g., cultural differences, language barriers, greed)

Examine contemporary conflicts over control of lands involving Mexican and Central American Indians (Chiapas, Mexico; Guatemala)

Examine historical and contemporary conflicts between Indian tribes over land control (historical Apache incursions into Pueblo lands, Ojibwa westward expansion and displacement of eastern Sioux tribes; contemporary Navajo/Hopi land dispute)

D. Analyze divisions on Earth's surface at different scales (local to global), as exemplified by being able to

Explore how reservation lands and state/local municipalities sometimes overlap

ENVIRONMENT AND SOCIETY

STANDARD #14: HOW HUMAN ACTIONS MODIFY THE PHYSICAL ENVIRONMENT

Therefore, the student is able to:

A. Analyze the environmental consequences of humans changing the physical environment, as exemplified by being able to

List and describe the environmental effects of human actions on American Indian lands; if possible, choose examples from students' own reservation lands

B. Identify and explain the ways in which human-induced changes in the physical environment in one place can cause changes in other places, as exemplified by being able to

Examine how changes in the physical environment on American Indian reservations affect off-reservation lands, or vice versa (e.g., upstream water pollution, downwind air pollution)

C. Evaluate the ways in which technology influences capacity to modify the physical environment, as exemplified by being able to

Analyze the environmental consequences of both the unintended and intended outcomes of technological changes in American Indian history (e.g., European agricultural tools; guns for more efficient hunting)

STANDARD #15: HOW PHYSICAL SYSTEMS AFFECT HUMAN SYSTEMS

Therefore, the student is able to:

A. Analyze ways in which human systems develop in response to conditions in the physical environment, as exemplified by being able to

Collect visual and statistical data on patterns of American Indian land use, such as economic livelihoods, architectural styles, building materials, roads, recreational activities or other aspects of American Indian culture from the student's own community and from American Indian communities in other regions of the country to determine how the patterns reflect conditions of the physical environment

B. Explain how the characteristics of different physical environments affect human activities, as exemplified by being able to

Collect information on ways in which American Indian people adapt to living in different physical environments, and then write vignettes summarizing how the physical environment affects life in each region (e.g., how Alaska Natives deal with the characteristics of tundra environments -- such as frost heaves, spring snow-melt floods, freezing of public utilities, very short growing seasons, infertile soils, bogs that impede transportation)

Give examples of ways American Indian people traditionally took aspects of the environment into account when deciding on locations for human activities (e.g., early village sites, hunting territories, fishing sites)

STANDARD #16: THE CHANGES THAT OCCUR IN THE MEANING, USE, DISTRIBUTION, AND IMPORTANCE OF RESOURCES

Therefore, the student is able to:

A. **Describe and analyze world patterns of resource distribution and utilization, as exemplified by being able to**

Map and discuss real or hypothetical world patterns of resources generated from American Indian lands (e.g., the diffusion of corn or the potato; the diffusion of contemporary American Indian arts and crafts)

B. **Describe the consequences of the use of land-based resources in the contemporary world, as exemplified by being able to**

Discuss the relationship between an American Indian tribe's standard of living and its accessibility to resources (e.g., that easy access to such resources as plentiful supplies of energy, foodstuffs, and materials from which consumer goods are manufactured usually means a higher standard of living, and the opposite usually means a lower standard of living). Establish base-line data using students' own tribe and compare to those of other tribes

C. **Evaluate different viewpoints regarding resource use, as exemplified by being able to**

Assess different attitudes of people regarding the use and misuse of resources on American Indian lands (e.g., how do traditional attitudes regarding the use and care of the land reconcile with the need for economic viability?)

Assess which laws govern the use of natural resources on students' tribal lands, evaluate which laws represent different viewpoints (e.g., tribal laws, U.S. government laws). Compare to the tribal laws of other American Indian tribes

Evaluate methods of extracting and using resources on American Indian lands in terms of the impact on the environment (e.g., practicing sustainable forestry and agriculture, waste handling procedures)

E. Identify and develop plans for the management and use of renewable, nonrenewable, and flow resources, as exemplified by being able to

Identify existing and create new plans for the management of energy resources such as coal, petroleum, and natural gas on American Indian reservation lands; as appropriate, choose examples from students' own community

THE USES OF GEOGRAPHY

STANDARD #17: HOW TO APPLY GEOGRAPHY TO INTERPRET THE PAST

Therefore, the student is able to:

A. Describe ways in which the spatial organization of American Indian societies has changed over time, as exemplified being able to

Discuss the effect on Northeast Algonquian settlement patterns caused by the acquisition of maize, bean and squash agriculture around 900 A.D.

Describe and compare American Indian population settlement patterns during different periods and in different regions (e.g., pre-European, French and Indian War, 1830s Removal Period, 1870s Reservation Era)

B. Assess the roles that spatial and environmental perceptions played in past events, as exemplified by being able to

Explain how differing cultural perceptions of local, regional, national and global resources have stimulated competition for natural resources (e.g., the conflicts between American Indians and colonists, or between the Inuit and migrants to Alaska since 1950)

C. Analyze the effects of physical and human geographic factors on major historic events, as exemplified by being able to

Examine the routes of western settlement trails (such as the "Oregon" and the "Bozeman") which led to conflicts between American Indians and the United States government

D. List and describe significant physical features that have influenced historical events, as exemplified by being able to

List, map, and discuss major landforms and water sources that have been significant to American Indian/United States history (e.g., the Great Lakes, the Ohio River Valley, the Black Hills, the Continental Divide)

STANDARD #18: HOW TO APPLY GEOGRAPHY TO INTERPRET THE PRESENT AND PLAN FOR THE FUTURE

Therefore, the student is able to:

A. **Analyze the interaction between physical and human systems to understand possible causes and effects of current conditions on Earth and to speculate on future conditions, as exemplified by being able to**

Assess the economic and environmental impacts of resource development on American Indian reservations; project future environmental conditions based on current trends

B. **Integrate multiple points of view to analyze and evaluate contemporary geographic issues, as exemplified by being able to**

Do research on both the American Indian student's own point of view and other American Indian people's perceptions of a controversial social, economic, political, or environmental issue that has a geographic dimension (e.g., what to do about crime and juvenile delinquency, poverty, air pollution), and then write a report on that subject, which includes an informed judgement as to what solution should be implemented (e.g., crime and juvenile delinquency; economic development on Indian lands and its social, economic, political and environmental implications)

C. **Demonstrate an understanding of the spatial organization of human activities and physical systems and be able to make informed decisions, as exemplified by being able to**

Analyze a geographic issue pertaining to American Indian lands (e.g., building a dam and reservoir, mining, logging, or commercial fishing); consider the implications of cultural beliefs and values in geographic issues

THE WORLD IN SPATIAL TERMS

STANDARD 1: HOW TO USE MAPS AND OTHER GEOGRAPHIC REPRESENTATIONS, TOOLS, AND TECHNOLOGIES TO ACQUIRE, PROCESS, AND REPORT INFORMATION FROM A SPATIAL PERSPECTIVE

Therefore, the student is able to:

A. **Produce and interpret maps and other graphic representations to solve geographic problems, as exemplified by being able to**

Compile information from various media and then transform the primary data into maps, graphs, and charts (e.g., line graphs showing pattern of students' tribal population changes since 1900; pie charts showing percentage of tribal population in reservation communities)

C. **Evaluate the applications of geographic tools and supporting technologies to serve particular purposes, as exemplified by being able to**

Examine early depictions of American Indian transportation routes and describe how they became early colonial road systems

Choose and give reasons to use specific technologies to analyze selected geographic problems (e.g., aerial photographs, satellite-produced imagery, and geographic information systems [GIS] to examine environmental issues relevant to reservation lands)

STANDARD 2: HOW TO USE MENTAL MAPS TO ORGANIZE INFORMATION ABOUT PEOPLE, PLACES, AND ENVIRONMENTS IN A SPATIAL CONTEXT

Therefore the student is able to:

A. **Use maps drawn from memory to answer geographic questions, as exemplified by being able to**

Prepare sketch maps indicating the approximate locations of different Indian communities in the United States to predict which states hold the largest populations of American Indians

Prepare a sketch map to illustrate the spatial dynamics of contemporary and historical events involving American Indians (e.g., the dispersion of American Indian tribes from their traditional homelands)

B. **Identify the ways in which mental maps influence human decisions about location, settlement, and public policy, as exemplified by being able to**

Collect information to understand tribal decision-makers' mental maps (e.g., conduct interviews with tribal leaders regarding their perceptions of the locations of different community activities, or tribal economic or agricultural sites)

Identify the ways in which traditional American Indian values, attitudes, and perceptions about the land are reflected in past and present decisions concerning location (e.g., political efforts to gain access to off-reservation areas with religious importance; attitudes which influence efforts to buy back traditional tribal lands)

C. **Compare the mental maps of individuals to identify common factors that affect the development of spatial understanding and preferences, as exemplified by being able to**

Speculate about the differences in people's mental maps based on differences in their life experiences (e.g., the influence of age and gender on how American Indian people describe the reservation setting)

Analyze factors that influence people's preferences about where to live (e.g., surveys of tribal members regarding reasons for preferences of reservation living as opposed to urban or other communities; or factors that influence decisions to live in reservations housing projects versus traditional residential areas)

Compare sketch maps of reservations by American Indian residents and non-Indian, non-residents to observe differences in spatial understanding and preferences

STANDARD 3: HOW TO ANALYZE THE SPATIAL ORGANIZATION OF PEOPLE, PLACES, AND ENVIRONMENTS ON EARTH'S SURFACE

Therefore, the student is able to:

A. **Apply concepts of spatial interaction (e.g., complementarity, intervening opportunity, distance decay, connections) to account for patterns of movement in space, as exemplified by being able to**

Identify activities which encourage spatial connections between distant American Indian communities (e.g., powwows, basketball tournaments, education conferences, National Indian Rodeo)

B. **Use models of spatial organization to analyze relationships in and between places, as exemplified by being able to**

Analyze the delineation of BIA service areas and identify a relationship between size and population of service area

Describe the economic relationship/linkages between reservation communities and surrounding communities

C. **Explain how people perceive and use space, as exemplified by being able to**

Describe activity spaces of American Indian people according to characteristics such as age, gender, and employment (e.g., school-age children traveling to and from school; economic activity spaces such as livestock ranges, farms, commercial fishing sites, or mines)

Explain how and hypothesize why different American Indian cultures indicate different preferences for residential spaces (e.g., Pueblo -- close-in community; Navajo -- dispersed community)

Evaluate reasons why American Indian people decide to migrate (e.g., forced migration such as in the 1830s to Indian territory and voluntary migration for economic reasons today)

D. **Apply concepts and models of spatial organization to make decisions, as exemplified by being able to**

Examine the concepts of spatial organization which led to the development of various American Indian reservations (e.g., confinement, reduction, removal)

Explore the factors which have influenced decisions about reservation economic activities

PLACES AND REGIONS

STANDARD 4: THE PHYSICAL AND HUMAN CHARACTERISTICS OF PLACES

Therefore, the student is able to:

A. **Explain place from a variety of points of view, as exemplified by being able to**

Describe the same place at different times in its history (e.g., features of the land, Indian populations and related activities in pre-European and contemporary New England; grasslands of the Plains and agricultural Plains)

Explain why different places where American Indians live have specific physical and human characteristics (e.g., the effects of climatic and tectonic processes, settlement and migration patterns and cultural preferences)

Explain how land is held on the students' reservation (e.g., trust, allotted, fee, and the status of grazing and home site rights on the land)

B. **Describe and interpret physical processes that shape places, as exemplified by being able to**

Analyze the physical processes that have shaped the lands at which the American Indian student lives (e.g., temperature, precipitation, volcanic processes, glacial processes)

C. **Explain how social, cultural, and economic processes shape the features of places, as exemplified by being able to**

Describe how American Indian cultures (e.g., toponyms, resource use, religious practices, belief systems) affect the characteristics of places in North America

Analyze the ways in which the character of a place relates to its economic, political, and population characteristics (e.g., how an American Indian reservation influences the nearby towns and states)

D. **Evaluate how humans interact with physical environments to form places, as exemplified by being able to**

Compare American Indian to Euro-American interaction with physical environment to form places (e.g., Pueblo housing materials and architecture versus downtown Manhattan)

Identify places on or near the Indian student's community which are disadvantageous to human activities because of physical characteristics (e.g., swamps, poor soils, etc.)

STANDARD 5: THAT PEOPLE CREATE REGIONS TO INTERPRET EARTH'S COMPLEXITY

Therefore, the student is able to:

A. **List and explain the changing criteria that can be used to define a region, as exemplified by being able to**

Identify the traditional physical or human factors that defined American Indian culture areas (e.g., Eastern Woodlands, Plains, Southwest)

Describe the factors that still exist which traditionally defined American Indian culture areas.

B. **Describe the types and organization of regional systems, as exemplified by being able to**

Explain the organization of regional sports leagues in which American Indian students' schools participate

Describe the regional organization of the National Indian Rodeo circuit

C. **Identify human and physical changes in regions and explain the factors that contribute to those changes, as exemplified by being able to**

Compare maps showing reservation lands in the 18th-20th centuries. Identify the reasons for any changes in the boundaries of these reservation lands, including lost and/or regained lands

D. **Explain the different ways in which regional systems are structured, as exemplified by being able to**

Examine reservation political structures and tribal governments as regional systems (e.g., tribal fire and police protection areas, political districts)

Identify checkerboard patterns of land status on students' reservations (trust land, fee land, allotted lands, etc.)

F. **Use regions to analyze geographic issues and answer geographic questions, as exemplified by being able to**

Identify American Indian reservations which are located in geographic regions characterized by resources with economic potential (e.g., water, timber, tillable land, tourism potential)

STANDARD 6: HOW CULTURE AND EXPERIENCE INFLUENCE PEOPLE'S PERCEPTIONS OF PLACES AND REGIONS

Therefore, the student is able to:

A. **Explain why places and regions are important to American Indian identity, as exemplified by being able to**

Interpret how American Indian people express attachment to places and regions (e.g., by reference to novels, poems, legends, songs, and religious expressions).

Discussions should be specific to students' tribes and communities, and should include consultations with appropriate tribal representatives

Explain how point of view influences a person's perception of a place (e.g., how a tribal religious leader and an oil company executive might differ in their perceptions about a site with American Indian religious importance that lies over an undeveloped oil field)

Identify how places take on symbolic meaning for American Indians (e.g., The Black Hills, as a holy site for the Lakota and a symbol of the struggle to uphold treaty provisions; Wounded Knee, SD as a symbol of Indian political resistance in the 1960s; the Navajo/Hopi land settlement as a symbol of ongoing intertribal dispute)

B. **Explain how American Indian individuals view places and regions on the basis of their stages of life, sex, values, and belief systems, as exemplified by being able to**

Use oral history data to make inferences about differences in the personal geographies of American Indian men and women of various ages (e.g., perceptions of distance, impressions about what makes a place secure, or how space can be organized)

PHYSICAL SYSTEMS

STANDARD 7: THE PHYSICAL PROCESSES THAT SHAPE THE PATTERNS OF EARTH'S SURFACE

Therefore, the student is able to:

A. **Describe how physical processes affect different regions of the United States and the world, as exemplified by being able to**

Describe the physical processes that have shaped the land on various American Indian reservations or communities (e.g., Hopi mesas of Arizona, shaped by wind and water erosion; Ojibwa lakes and bogs of Minnesota shaped by glacial action; geological processes which have shaped circumpolar and Central and South American lands)

B. **Explain Earth's physical processes, patterns, and cycles using concepts of physical geography, as exemplified by being able to**

Identify and describe the physical processes (e.g., erosion, folding and faulting, volcanism) that produce distinctive landforms found on reservation lands (e.g., specific types of mountainous features, such as buttes and mesas, aretes and cirques, ridge-and-valley systems); use the Medicine Wheel or another appropriate tribal

symbol to explain the effects of different physical cycles (e.g., water, seasons) on the physical environment of Earth

STANDARD 8: THE CHARACTERISTICS AND SPATIAL DISTRIBUTION OF ECOSYSTEMS ON EARTH'S SURFACE

Therefore, the student is able to:

B. Evaluate ecosystems in terms of their biodiversity and productivity, as exemplified by being able to

Evaluate the carrying capacity of different ecosystems in relation to tribal land-use policies (e.g., the optimal number of cattle per square mile in a grassland)

C. Apply the concept of ecosystems to understand and solve problems regarding environmental issues, as exemplified by being able to

Describe the effects of both physical and human changes on ecosystems found on reservation lands (e.g., the disruption of energy flows and chemical cycles, and the reduction of species diversity)

HUMAN SYSTEMS

STANDARD 9: THE CHARACTERISTICS, DISTRIBUTION AND MIGRATION OF HUMAN POPULATIONS ON EARTH'S SURFACE

Therefore, the student is able to:

A. Predict trends in the spatial distribution of populations, as exemplified by being able to

Develop and defend hypotheses on how the spatial distribution of American Indian populations may change in response to environmental changes (e.g., global warming, desertification, changes in sea level, tectonic activity)

B. Analyze population issues and propose tribal policies to address such issues, as exemplified by being able to

Explore the impact of population growth on the uses and conditions of the tribal land base, the ability to pursue tribal lifestyles, space for housing

Discuss the need for tribal government population policies and how they might be linked to economic and cultural considerations (e.g., the belief systems of the people, the food traditions of the people)

Explain the relationship between a tribe's enrollment policy and the availability of reservation lands for housing, etc.

Describe the reasons why a tribal government's population policy may be opposed by the people (e.g., the policy may be in conflict with the people's cultural values and attitudes toward Indian enrollment, cultural traditions, and belief systems)

Explore the applicability of tribal policies for tribal members who do not live on reservations

C. **Explain the economic, political, and social factors that contribute to migration, as exemplified by being able to**

Identify and explain the economic, political, and social factors which influence American Indian people to leave their reservations for other communities (e.g., U.S. government policies such as Relocation, job opportunities, political in-fighting)

STANDARD #10: THE CHARACTERISTICS, DISTRIBUTION, AND COMPLEXITY OF EARTH'S CULTURAL MOSAICS

Therefore, the student is able to:

A. **Examine the role that culture plays in incidents of cooperation and conflict in the present-day world, as exemplified by being able to**

Identify the cultural factors that have promoted political conflict between American Indian and state governments (e.g., culturally-based disagreements over the implementation of tribal gaming)

Examine cultural factors which have led to conflict between American Indian tribes (e.g., Navajo/Hopi disputes about land)

Identify the cultural factors that have promoted American Indian political cooperation (e.g., traditional spirituality which linked American Indian protesters of the 1960s)

B. **Analyze how American Indian cultures influence the characteristics of regions, as exemplified by being able to**

Describe how Indian art and architecture influence the cultural and commercial characteristics of the southwestern United States

C. **Explain how cultural features often define regions, as exemplified by being able to**

Identify and describe the visible cultural differences between American Indian and non-Indian communities (e.g., powwow or ceremonial grounds, traditional dress, housing)

D. **Investigate how transregional American Indian alliances can alter cultural solidarity, as exemplified by being able to**

Explain how organizations such as AIM (the American Indian Movement) and NCAI (the National Congress of American Indians) have contributed to inter-tribal cooperation and solidarity in issues that affect all American Indians

E. **Explain the spatial processes of cultural convergence and divergence, as exemplified by being able to**

Evaluate examples of the spread of American Indian culture traits that contribute to cultural convergence (e.g., spread of the powwow and other pan-Indian or inter-tribal traditions)

Describe the spread of American "teen" culture onto reservations (e.g., music, clothes, movies)

STANDARD #11: THE PATTERNS AND NETWORKS OF ECONOMIC INTERDEPENDENCE ON EARTH'S SURFACE

Therefore, the student is able to:

D. **Identify and analyze the historical movement patterns of people and goods and their relationships to economic activity, as exemplified by being able to**

Analyze the spatial patterns of early American Indian trade routes in the pre-European era (e.g., river systems, overland trails)

E. **Analyze and evaluate international economic issues from a spatial point of view, as exemplified by being able to**

Explain how sovereign nation status helps American Indian communities attract businesses to reservation lands (e.g., tax breaks applied to Federal trust lands)

Explore the potential for American Indian communities to participate in international trade (e.g., arts and crafts, timber, mineral resources), and the issues connected to such trade (e.g., the feasibility of an agreement for American Indian tribes -- similar to that of the Caribbean Initiative of the U.S. Department of Commerce -- which might provide tribes with favorable conditions for international trade, such as foreign trade zone status, port of entry status, or trade zone satellite center)

STANDARD #12: THE PROCESSES, PATTERNS, AND FUNCTIONS OF HUMAN SETTLEMENT

Therefore, the student is able to:

A. Analyze the functions of cities, as exemplified by being able to

Identify major cities in relation to the locations of American Indian reservations (e.g., Rapid City, Albuquerque, Anchorage) and describe the functions of these cities for tribal members (e.g., relocation for employment, shopping)

B. Analyze the internal structure and shape of cities, as exemplified by being able to

Use city maps to identify neighborhoods or enclaves of American Indian residences; identify the characteristics of those neighborhoods (e.g., economic, architectural, school zones)

STANDARD #13: HOW THE FORCES OF COOPERATION AND CONFLICT AMONG PEOPLE INFLUENCE THE DIVISION AND CONTROL OF EARTH'S SURFACE

Therefore, the student is able to:

A. Analyze how cooperation and conflict influence the development and control of social, political, and economic entities, as exemplified by being able to

Explain how cooperation and/or conflict can lead to the allocation of control of American Indian lands (e.g., negotiated settlements which led to treaties and the military conflict and presence which frequently accompanied them; the effects of 1960s American Indian political activism on United States' policies)

Explain elements of cooperation and conflict with respect to American Indian tribes' efforts to regain control of lost lands (e.g., land exchanges, litigation, etc.)

B. Explain the changes that occur in the extent and organization of the social, political, and economic spheres, as exemplified by being able to

Show on maps the extent of selected tribes' social, political and economic power at the time of European arrival compared to that of today

C. **Explain how external forces can conflict economically and politically with internal interests in a region, as exemplified by being able to**

Describe the external forces that conflicted economically with American Indian governments during the sixteenth through the nineteenth centuries (e.g., European and American land desires; desire for control of natural resources, such as beaver and deer hides)

ENVIRONMENT AND SOCIETY

STANDARD #14: HOW HUMAN ACTIONS MODIFY THE PHYSICAL ENVIRONMENT

Therefore, the student is able to:

A. **Evaluate the ways in which technology has expanded the human capability to modify the physical environment, as exemplified by being able to**

Evaluate the limitations of the reservation's physical environment to absorb the impacts of human activity (e.g., use the concepts of synergy, feedback loops, carrying capacity, thresholds to examine the effects of activities such as levee construction on a floodplain, logging in an old-growth forest, construction of golf courses in arid areas)

Compare the ways in which a student's American Indian community modified the reservation's physical environment (e.g., rivers, soils, vegetation, animals, climate) 200 years ago with the community's current impact on the same environment, and project future trends based on these local experiences

B. **Explain the global impacts of human changes in the physical environment, as exemplified by being able to**

Identify and debate the positive and negative aspects of landscape changes in the American Indian student's reservation that relate to people's changing attitudes toward the environment (e.g., pressure to replace farmlands with wetlands in floodplain areas, interest in preserving wilderness areas, support of the concept of historic preservation)

STANDARD #15: HOW PHYSICAL SYSTEMS AFFECT HUMAN SYSTEMS

Therefore, the student is able to:

B. Apply the concept of "limits of growth" to suggest ways to adapt to or overcome the limits imposed on human systems by physical systems, as exemplified by being able to

Describe how limits of growth apply to reservation lands with restricted boundaries

Describe potential conflicts between limits of growth pressures and tribes' cultural beliefs

C. Explain ways in which individuals and societies hold varying perceptions of natural hazards in different environments and have different ways of reacting to them, as exemplified by being able to

Use oral history data to describe the differences and/or similarities between traditional American Indian cultural attitudes pertaining to natural hazards (e.g. earthquakes, floods) and those held by American Indians today

STANDARD #16: THE CHANGES THAT OCCUR IN THE MEANING, USE, DISTRIBUTION, AND IMPORTANCE OF RESOURCES

Therefore, the student is able to:

A. Analyze the relationships between spatial distribution of settlement and resources, as exemplified by being able to

Explain how the discovery and development of resources on American Indian reservations have attracted settlement (e.g., the development of coal mining settlements on or near reservations in New Mexico and Montana)

B. Explain the relationship between resources and the exploration, colonization, and settlement of different regions of the world, as exemplified by being able to

Explain the geographic consequences to American Indians of the development of mercantilism and imperialism (e.g., the conquest of North America by English, French, Dutch and Spanish in the fifteenth through the nineteenth centuries)

Identify and discuss historic examples of exploration, colonization and military conquest of the world in a quest for resources (e.g., English, French, Dutch, Spanish and Russian conquest of North America as sources of fur, fish, timber, metals, and land)

Identify and discuss examples of resources that have been highly valued in one period but less valued in another (e.g., beaver pelts, deer hides, and "wampum")

E. Evaluate policies and programs related to the use of resources on different spatial scales, as exemplified by being able to

Evaluate the geographic impacts of American Indian tribal government policy decisions related to the use of resources on reservation lands (e.g., tribal regulations for timber/fish harvesting; local recycling programs from glass, metal, plastic, and paper products)

THE USES OF GEOGRAPHY

STANDARD #17: HOW TO APPLY GEOGRAPHY TO INTERPRET THE PAST

Therefore, the student is able to:

A. Explain how the processes of spatial change have affected history, as exemplified by being able to

Trace the spatial diffusion of a phenomenon and the effects it has had on regions of contact (e.g., the spread of corn agriculture across Indian North America; the spread of the horse across North America)

B. Assess how people's changing perceptions of geographic features have led to changes in human societies, as exemplified by being able to

Compare the different religious tenets which affect attitudes toward the environment and resource use, and how religions have affected world economic development patterns and caused cultural conflict or encouraged social integration (e.g., compare disparate Christian and traditional American Indian tribal philosophies about the environment and how those philosophies contributed to cultural, social and military conflict from the time of European arrival in North America onward)

C. Analyze the ways in which physical and human features have influenced the evolution of significant historic events and movements, as exemplified by being able to

Assess the role and general effects of imperialism, colonization, and decolonization on the economic and political developments of the nineteenth and twentieth centuries (e.g., European disregard for existing American Indian political boundaries in the organization of North American colonies; the exploitation of indigenous peoples in the European colonization of the Americas; the impact of increased tribal economic and political power on land development in different parts of the United States)

STANDARD #18: HOW TO APPLY GEOGRAPHY TO INTERPRET THE PRESENT AND PLAN FOR THE FUTURE

Therefore, the student is able to:

A. Develop policies that are designed to guide the use and management of resources and that reflect multiple points of view, as exemplified by being able to

Prepare a panel simulation with participants who represent different points of view on sustainable development to explain the effects of such a concept on reservation lands (e.g., toward cutting forests in response to a demand for lumber in foreign markets, strip mining coal, harvesting fish in the Pacific Northwest or in Midwestern lake country, agricultural increases in view of limited water resources in the West and Southwest)

B. Develop plans to solve local and regional problems that have spatial dimensions, as exemplified by being able to

Develop plans to safeguard people and property in the event of a major natural disaster on a reservation (e.g., use maps to prepare an evacuation plan), or in the event of a minor emergency (e.g., snow removal plans, fixing downed power lines resulting from ice storms)

Use a series of maps or a geographic information system (GIS) to obtain information on soil, hydrology and drainage, sources of water and other factors and then use the information to choose the best site for a sanitary landfill for reservation waste

D. Use geography knowledge and skills to analyze problems and make decisions within a spatial context, as exemplified by being able to

Examine tourism on a reservation to identify conflicts over resource use, the relative advantages and disadvantages of tourism on tribal ways of life, values, culture, and land quality, and the costs and benefits of tourism from several points of view (e.g., those of the owner of an American Indian art gallery, a hotel maid, a tourist, and a local fisherman) to put together a position paper stating whether all tourism development should be prohibited in a reservation location, whether some kinds of tourism development should be encouraged, or whether a generally broad-based tourist industry should be developed